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ABSTRACT

This guide contains a 4-year curriculum for high school developmental guidance programs in Connecticut. The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities. The purpose of the guidance curriculum is to provide students with knowledge of normal growth and development, to promote their positive mental health, and to assist them in acquiring and using life skills. The curriculum is organized around three major areas: career planning and exploration, knowledge of self and others, and educational and vocational development. The curriculum guide lists goals and objectives for grades 9 through 12 for the program. It also includes suggested activities in the areas of understanding the school environment, developing decision-making skills, developing school success skills, moral and ethical values, understanding self and others, interpersonal and communication skills, and developing career plans. Activities include suggested time allotments and instructional materials. The guide lists 33 resources, including books, films, videotapes, and kits. (KC)

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# DEVELOPMENTAL GUIDANCE CURRICULUM

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DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
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# INTRODUCTION

The Guidance Curriculum consists of structured developmental experiences presented systematically through classroom and group activities. The purpose of the guidance curriculum is to provide students with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. The curriculum is organized around three major areas: career planning and exploration, knowledge of self and others, and educational and vocational development.

While counselors' responsibilities include the organization and implementation of the guidance curriculum. The cooperation and support of the entire faculty and staff is necessary for its successful implementation. The guidance curriculum is delivered through such strategies as:

Classroom Activities: Counselors team teach or assist in teaching guidance curriculum learning activities or units in classrooms. This is not limited to one or two subjects but may include all areas in the total school curriculum. These activities may be conducted in the classroom.

Group Activities: Counselors conduct groups outside the classroom to respond to students' identified interests or needs. Counselors plan and lead structured activities to increase the skills and knowledge of the students.

GRADE 9

GOALS:

1. Understand the school environment.
2. Develop decision-making and problem-solving skills.
3. Develop school success skills.
4. Understanding self and others.

GOAL #1 UNDERSTANDING THE SCHOOL ENVIRONMENT

OBJECTIVES:

1. Understand the school curriculum including the exploratory guidelines and the impact of course selection on one's future.
2. Make a smooth transition from the middle school to the vocational high school.
3. Be knowledgeable about the rules, promotion requirements, and attendance policy of the school.
4. Know how to seek help from one's counselor and other resource people in the school.
5. Understand the rationale of standardized testing.
6. Understand the services offered by the counseling department.

GOAL #2 DECISION-MAKING AND PROBLEM-SOLVING SKILLS

OBJECTIVES:

1. Understand one's personal responsibility for the consequences of decision making.
2. Learn good techniques of responsible decision making and goal setting.
3. Focus on and analyze personal strengths and weaknesses and develop plans for self improvement.
4. Focus on the kinds of decisions to be made in the near future, specifically shop selection.
5. Develop techniques for conflict resolution with self and others.

GOAL #3 DEVELOP SCHOOL SUCCESS SKILLS

OBJECTIVES:

1. Set personal and academic goals for the year.
2. Learn and practice effective listening and communication skills.
3. Understand the relationship between behavior and classroom success.
4. Develop effective study skills.
5. Demonstrate an appreciation and understanding of the lifelong process of learning, growing and changing.
6. Understand that the learning process extends beyond the school environment.

GOAL #4 UNDERSTANDING SELF AND OTHERS

OBJECTIVES:

1. Understand the impact of change and transition on oneself.
2. Understand the usefulness of standardized testing in personal planning.
3. Understand learning styles and their implications for learning goals.
4. Recognize the impact of individual similarities and differences on interpersonal relationships.
5. Be able to determine ways to resolve stress.
6. Be able to determine alternatives available to solve problems.
7. Be able to distinguish between appropriate and inappropriate actions.
8. Be able to learn the limits of ones ability to help others as peers and seek professional help.
9. Be able to prioritize stressful situations.
10. Be responsible for the resolution decision.

GRADE 10

GOALS:

1. Understanding the school environment.
2. Develop interpersonal and communication skills.
3. Develop moral and ethical values within school and community.
4. Develop career awareness and educational plans.

GOAL #1 UNDERSTANDING THE SCHOOL ENVIRONMENT

OBJECTIVES:

1. Understand the school curriculum and the impact of course selection on one's future.
2. Understand impact of permanent shop choice.
3. Be knowledgeable about the rules, promotion requirements and attendance policy of the school.
4. Know how to seek help from one's counselor and other resource people in the school.
5. Understand the services offered by the counseling department.

GOAL #2 DEVELOP INTERPERSONAL AND COMMUNICATION SKILLS

OBJECTIVES:

1. Identify specific behaviors that block effective communications.
2. Use language that clarifies feelings and ideas.
3. Understand the value of positive interaction in promoting relationships.
4. Develop coping skills to help one deal with various personalities.
5. Develop effective listening skills.
6. Understand discipline's place in the school environment and develop coping skills for dealing with discipline.
7. Recognize and understand the dynamics of peer pressure and how they influence personal choice.
8. Demonstrate responsible social skills and an understanding and application of being a contributing member of a community (school, society).

GOAL #3 DEVELOP MORAL AND ETHICAL VALUES WITHIN SCHOOL AND COMMUNITY

OBJECTIVES:

1. Examine individual choices and decisions in relationship to moral and ethical values.
2. Examine personal attitudes, beliefs and values when those attitudes may be in conflict with others.
3. Develop an awareness of one's individual responsibility to enhance the quality of life in the community.
4. Understand the importance of service to others as a means of enhancing self-concept.
5. Understand the need for interdependence and cooperation.
6. Recognize the significant contributions others have made to society.
7. Acquire a broader understanding and acceptance of individual differences.

GOAL #4 DEVELOP CAREER AWARENESS AND EDUCATIONAL PLANS

OBJECTIVES:

1. Develop an awareness of the dignity and value of work.
2. Understand basic employment-seeking skills and procedures.
3. Be knowledgeable about part-time employment options and their relationship to school success or failure.
4. Identify educational information sources available in the counseling department including career materials such as COIS, handbooks and career magazines.
5. Understand the implications of sex stereotyping in career planning.
6. Demonstrate life-planning skills consistent with needs, interests, abilities and disabilities.
7. Focus on possible changes for life-planning that may occur in time.
8. Compare personal characteristics to those favorable for success in the work force.
9. Be aware that life-planning requires many choices.
10. Be aware of the work-study program available and understand the requirements for participation in this program.

GRADE 11

GOALS:

1. Understand the school environment.
2. Understand self and others.
3. Develop decision-making and problem-solving skills.
4. Develop career awareness and educational plans using school success skills.

GOAL #1 UNDERSTAND THE SCHOOL ENVIRONMENT

OBJECTIVES:

1. Understand the school curriculum and the impact of course selection on one's future.
2. Be knowledgeable about the rules, promotion requirements and attendance policy of the school.
3. Know how to seek help from one's counselor and other resource people in the school.
4. Understand the services offered by the counseling department.

GOAL #2 UNDERSTAND SELF AND OTHERS

OBJECTIVES:

1. Identify and appreciate the physical, emotional and intellectual factors that influence self-concept.
2. Understand the influence of individual or group attitudes, behaviors and perceptions on self-concept and interpersonal relations.
3. Understand one's own moral values and how they impact on relationships.
4. Develop techniques for conflict resolution with self and others.

GOAL #3 DEVELOP DECISION-MAKING AND PROBLEM-SOLVING SKILLS

OBJECTIVES:

1. Understand one's personal responsibility for the consequences of decision-making.
2. Practice learned decision-making skills in goal setting.
3. Use developed decision-making skills to make long and short-range future plans.

4. Apply learned problem-solving techniques to current areas of concern.

5. Identify personal strengths and weaknesses and apply them to postgraduate plans.

GOAL #4 DEVELOP CAREER AWARENESS AND EDUCATIONAL PLANS USING SCHOOL SUCCESS SKILLS

OBJECTIVES:

1. Understand educational/work alternatives in relationship to one's interests and abilities.

2. Become knowledgeable about the use of career materials and equipment.

3. Understand the implications of sex stereotyping in career planning.

4. Develop a personal career plan for the future, taking into consideration interests, aptitudes, and abilities.

5. Develop job-seeking skills.

6. Identify three to five career areas that will meet one's needs.

7. Determine the type of training and education needed for career preparation.

8. Learn test-taking strategies for the PSAT, SAT, AT and/or ACT.

9. Understand the importance of setting personal and academic goals.

10. Understand the basic causes of test anxiety.

## GRADE 12

GOALS:

1. Understand the school and environment.
2. Develop interpersonal and communication skills based on moral and ethical values.
3. Develop specific career plans using school success skills.
4. Develop a sense of community.

### GOAL #1 UNDERSTAND THE SCHOOL AND ENVIRONMENT

OBJECTIVES:

1. Understand the school curriculum and the impact of course selection on one's future.
2. Be knowledgeable about the rules, promotion requirements and attendance policy of the school.
3. Know how to seek help from one's counselor and other resource people in the school.
4. Understand the services offered by the counseling department.
5. Be aware of the characteristics of a college/job environment especially as it differs from high school.
6. Demonstrate awareness of academic progress needed to graduate in June.

### GOAL #2 DEVELOP INTERPERSONAL AND COMMUNICATION SKILLS BASED ON MORAL AND ETHICAL VALUES

OBJECTIVES:

1. Demonstrate assertiveness in interpersonal relationships.
2. Understand the need for positive interpersonal skills in the working world.
3. Prepare college essay and/or employment application.
4. Develop personal interviewing skills.
5. Use language that clarifies feelings and ideas.
6. Demonstrate effective listening skills.

GOAL #3 DEVELOP SPECIFIC CAREER PLANS USING SCHOOL SUCCESS SKILLS

OBJECTIVES:

1. Understand the impact of transition from school to work or to post-high school education.

2. Understand the educational options available to high school graduates.

3. Be knowledgeable about the application procedures for post-high school education.

4. Recognize what is necessary to complete graduation requirements by June.

5. Develop job-seeking skills.

6. Understand the importance of setting personal and academic goals.

7. Prepare personal essay.

8. Complete college/scholarship/job applications and recognize need to meet deadlines.

9. Be aware of a senior calendar of events that affect one.

GOAL #4 DEVELOP A SENSE OF COMMUNITY

OBJECTIVES:

1. Be aware of "community" when making post-graduate plans.

2. Demonstrate responsible social skills and understand and demonstrate an understanding and application of being a contributing member of a community (school, society).

3. Appreciate complexity of society.

4. Understand the impact of the transition from high school to a contributing member of the community.

5. Develop coping skills to understand the separation from school.

## SUGGESTED ACTIVITIES

### UNDERSTANDING THE SCHOOL ENVIRONMENT

Time: At a minimum, use one class period per year at the beginning of school for orientation of some or all of the following:

- -- Introduction to counseling and special services
- -- School rules
- -- Attendance policy
- -- Testing (Mastery, SAT, ACT, etc.)
- -- Exploratory cycle
- -- School activities, clubs, organizations
- -- Student responsibilities

### DEVELOP DECISION-MAKING SKILLS

Time: At a minimum, one class period per year

- -- Use film "The Power Of Choice - Making Choices That Are Right For You". Shows students how to make the right choices for themselves. Make use of class discussion and small group activities.
- -- List common situations which often produce conflict (student-student, student-parent, student-teacher).
- -- Have students describe personal styles of handling conflict.
- -- Develop a list of strategies for resolution of conflict.
- -- Demonstrate passive, aggressive and assertive behaviors in role playing.
- -- Demonstrate and practice assertive behavior to resolve conflict.

### DEVELOP SCHOOL SUCCESS SKILLS

Time: At a minimum, one class period per year

- -- Use video "Getting Along With Teachers". Use group discussions about relevant issues.
- -- Ask students to come to the session with a log of how they used their time for the previous two days.
- -- Discuss use of time, show filmstrip on time management or share time management strategies.
- -- Have each student develop a "schedule" for the following week incorporating study skills and time management skills presented.

### MORAL AND ETHICAL VALUES

Time: At a minimum, one class period per year

- -- Have students explain the relationship of moral values with regards to choices and decisions.
- -- Develop a list of moral values (honesty, truth, loyalty).
- -- Present open-ended story situations for discussion.
- -- Discuss possible solutions and how values affect solutions.
- -- Materials needed: open-ended stories. Example: While shopping a friend shoplifts. Student with top test grades is seen cheating. "What would you do?"
- -- Present video "Acting On Your Values" or "Values" and discuss content.

UNDERSTANDING SELF AND OTHERS

Time: At a minimum, one class period per year

-- Use video "Coping with Peer Pressure: Getting Along Without Going Along"
-- Organize a class discussion about the effects of peer pressure on students' lives. Discuss both positive and negative influences.
-- Have a school counselor or therapist talk to the class about the ways peer pressure works and how students deal with it effectively. Have the class research any facilities in your school and community that provide counseling for teenagers.
-- Create an awareness of the consequences of those illegal activities often related to peer pressure. Ask students to research the national, state and local laws affecting minors convicted of possession or use of drugs, drunk driving and purchasing alcohol illegally. Organize a debate about the legalization of marijuana, the legal drinking age or the reform of D.W.I. laws.

INTERPERSONAL AND COMMUNICATION SKILLS

Time: At a minimum, one class period per year

-- Define stress and distress.
-- Brainstorm examples of stress. Have a student record these on the blackboard.
-- Use classroom discussion on the causes of stress listed.
-- Case studies--resolve through either class or small group discussion:

a. My parents are on my back because I got a whole pack of deficiencies. I'm grounded for life. What could I do?

b. This person is saying things about me. My friends are telling me what's being said. They're trying to help me. How do I handle this?

c. No matter what I do I can't get along with Mr. Harvey, my English teacher. He deliberately gives me grief. I know I'm going to fail. What can I do?

d. My friend is having a real rough time at home. Her parents are sick. She's talking about doing something. How can I help?

-- There are places to turn for help. Share list of community resources.

DEVELOPING CAREER PLANS

Time: At a minimum, one class period per year

-- Class discussion on why students quit school. How many have considered quitting school? What prevented them? Discuss acquaintances who have quit school. What are they doing, where are living, how are they supporting themselves or being supported? What are some reasons for remaining in school until after graduation?

-- Survey students to determine their post-high school plans. Break into small groups:

a. College-bound
   --introduce materials available
   --guide to colleges (Barrons, Petersons)
   --college catalogs--what to look for
   --computer college search programs
   --college applications
   --brainstorm criteria for selecting the right school--career interest, location, cost, competition, etc.
   --review steps for processing application
   --explain SAT/ACT applications, deadlines

b. Noncollege-bound

   --introduce materials available--computer career information
   --review steps to secure a job
   --where do you learn about employment opportunities
   --application process-how to complete application
   --interview--role-play
   --students prepare their own "resume" outlining vital statistics, work experience

RESOURCES

DECISION-MAKING AND PROBLEM-SOLVING

More Choices (book) Informing the student of how career planning and family planning can co-exist, More Choices explores the role of mother, father, family and career. This illustrated text offers new strategies for students and shows how it is possible to support a family and career and enjoy them both. Refer to Community Intervention, Inc.

Friends for Life (video) A dramatic and remarkable film that may help prevent some teenage suicides. While it carefully avoids portraying any individual who might be suicidal, it dramatically illustrates how several young people take the steps to confront friends who are depressed and might be candidates for suicide attempts. Refer to Community Intervention, Inc.

The Power of Choice (video) A guide to making choices that are right for you. Comedian/teen counselor Michael Pritchard visits high schools in four American cities to show young people how to be V.I.P.S. - use vision, initiative, and perspective as tools for making good choices. Refer to Community Intervention, Inc.

Decisions (video) Teens, sex, and pregnancy. This documentary of the decisions made by three teen mothers after they learned they were pregnant will help provide insight for both boys and girls about the consequences of sex. Refer to Community Intervention, Inc.

Shoplifting is Stealing (video) Looks at the problem of shoplifting, emphasizing that it is a serious crime, punishable by law. Order through ACES.

Activities for Exploring Conflict and Aggression (book) Fifty practical reproducible activities in which students learn and apply conflict management skills. Interview questionnaires, self analysis inventories, and case studies are used to help students understand the causes of conflicts and resolve their own conflicts in a more productive manner. Refer to Social Studies School Services.

UNDERSTANDING SELF AND OTHERS

As Others See You Creating a Reputation (video) Reputations can affect school work. Social life and self-esteem. According to this three-part program. Part 1 examines how and why labeling others occurs. Part 2 outlines ways to change a reputation and encourages students to evaluate others through first-hand experience rather than superficial or misinterpreted impressions. Part 3 also raises ethical questions about harming someone else's reputation. Refer to Social Studies School Services.

Talking, Listening, Communication (activity book) This program is designed to encourage respect for individual differences. A sense of belonging, and nonauthoritative relationships between teachers and students. To help teachers lead groups, the authors provide over 150 activities, each taking 30 minutes or less, and 38 blackline masters of student worksheets. Refer to Social Studies School Services.

Self Esteem (video) What it is, What it does for you, and how you can get it. Michael Pritchard and high school students from several American cities consider what self-esteem is, what it does for us, and how we can get it. The underlying message of this video is that good self-esteem leads to good choices, and good choices lead to higher self-esteem. Refer to Community Interventions, Inc.

Self-Esteem (video) This program focuses on teaching young adults to overcome feelings of inadequacy and replace them with feelings of self-worth, self-respect and self-confidence. Refer to Cambridge.

Getting Along (video) Teaches basic skills on how to get along with other human beings. Six "problem" personality types are identified, along with ways to deal with them. In addition, healthy behaviors are explored in the context of several principles of positive communication: following the golden rule, accepting differences, not expecting too much and compromising. Refer to Cambridge.

Exploring Your Feelings (multi-media kit) This program helps define emotions and explains what causes them. Produced by Guidance Associates. Order through ACES.

Me, Myself (color film) Several vignettes involving questions on personal identity are presented. A break between each part is provided for discussion. Produced by Radar, order through ACES.

Relating--The Art of Human Interaction (multi-media kit) Encourages students to critically evaluate the ways in which they relate to others. Demonstrates how we give and receive impressions. Pinpoints characteristics and effects of manipulative behavior. Sensitizes students to the need for developing open channels of communication. Produces by Sunburst Communications, order through ACES.

## DEVELOPING INTERPERSONAL AND COMMUNICATIONS SKILLS BASED ON MORAL AND ETHICAL VALUES

Values (video) Four students get together to discuss values, motivations, and life priorities, and play a values auction. Each student is given $1,000.00 and must decide which values he is willing to spend what part of it on. This tape is a fun way to focus students on their interests and priorities and help them discover that values may change over the course of a lifetime. Refer to Cambridge.

Acting on Your Values (video) Comedian/youth counselor Michael Pritchard talks with students from four cities in a candid exploration of their values, where their values came from, and what meaning they have as teenagers grow toward adulthood. Refer to Community Intervention, Inc.

Fitting In (video) A new look at peer pressure, this video motivates teens toward self-esteem and strength of character by letting them listen to kids across America who have made wrong choices because they gave in to those around them. Refer to Community intervention, Inc.

Communication With Parents (video) In this program comedian/counselor Michael Pritchard visits high schools in Nashville and Boston to explore the critical issue of teen-parent communications. Refer to Community Intervention, Inc.

Coping with Peer Pressure: Getting Along Without Going Along (video) This program gives a new way to help adolescents handle difficult questions about peer pressure. Through real-life scenarios, students will learn exactly what peer pressure is and why it's often hard to resist. Refer to Cambridge.

Changes--The Consequences of Conformity (color film) This film examines the power groups have over their members in demanding conformity and offers some warning of the danger of that conformity. Produced by AIMS, order through ACES.

Scared Straight (color film) This documentary, narrated by Peter Falk, shows how a group of hardened criminals serving life sentences convince young delinquents to obey the law. High-risk content. Produced by Pyramid Films, order through ACES.

Drink, Drive, Rationalize (color film) Common rationalizations used by drinking drivers are humorously portrayed and then the fallacy of the rationalization is dramatically pointed out. Order through ACES.

Suicidal: It Doesn't Have to Happen (color film) Based on actual case histories, this film shows how a high school teacher, himself having once tried suicide, helps a suicidal student. Many of the classic symptoms are discussed along with where to get help. Produced by BFA Educational Media, order through ACES.

Feeling Good: Alternatives to Drug Abuse (color film) Narrated by the Rev. Jesse Jackson, this film asks us to stop and think what drugs can do to us, and guides us to other alternatives. Produced by AIMS Instructional Media, Inc., order through ACES.

DEVELOPING CAREER PLANS

Investigating the World of Work (video) This lively video demonstrates specific techniques that allow students to relate knowledge of themselves to the world of work. A method for allowing students to systematically narrow down their potential career choices is actively demonstrated. Refer to Cambridge.

Self-Awareness and your Career Options (video) This program focuses on showing students how to identify and organize information about themselves. Five young adults discover that knowledge of oneself is the first important step in career planning. Refer to Cambridge.

Occupational Preparation (video) With the help of a professional career counselor, students learn about high school course selection as a means of expanding interests. For job entry after high school and for further postsecondary education and training. Refer to Cambridge.

How to Get the Job You Want (video) The program discusses a seven-point plan; knowing your skills, have a job objective, how where and how to look, follow a daily plan, spend at least 25 hours per week, get two interviews per week, and follow up. Refer to Social Studies School Services.

Getting the Job You Really Want (work text) Chapters survey such topics as planning your career, filling out applications, getting results with telephone contacts, and doing well in a job interview. Refer to Social Studies School Services.

SCHOOL SUCCESS

Getting Along with Teachers (video) Informs students about the three major styles of teaching and shows the students how to get along with each. Emphasis is placed on understanding and accepting legitimate individual differences while reinforcing positive interaction with authority figures. Refer to Guidance and Conseling.

Following Directions for School Success (video) Emphasizes the students responsibility and gives specific techniques to help students fully understand expectations such as course materials, class objectives, course assignments, tests, extra credit, and when to ask for it. Refer to Guidance and Conseling.

Study Skills for School Success (video) Emphasis is placed on specific steps students can use to increase their study effectiveness. The program shows how to identify goals, breaks goals into manageable bites, and makes a timetable for completion. Refer to Guidance and Conseling.

Why Follow the Rules (video) Imagine a life without rules, this video does just that, and in a humorous way, demonstrates such important points as success in the work world depends on learning to deal with authority. Refer to Guidance and Conseling.

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